

# Hawridge and Cholesbury CE School



## Curriculum Policy

*Our Vision is for every child within the Hawridge & Cholesbury family to grow, flourish 'have life and ... have it more abundantly' (John 10:10 KLV); to be fascinated, rounded, eager to make a difference, spiritual and have high aspirations through Jesus' teaching and our curriculum.*

We live our vision through our natural setting and our school values:

Respect Teamwork Responsibility Understanding Peace Honesty

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### 1. Curriculum aims

Our vision is that every child within the Hawridge & Cholesbury family will grow, flourish, *'have life and....have it more abundantly'* (John 10:10 KLV) through Jesus' teaching and our approach.

Our curriculum is designed to so all children can be FRESH, (Fascinated, Rounded, Eager to make a Difference, Spiritual and Have High Aspirations.)

We work to achieve this by:

- Providing a broad, balanced and **rounded** education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills, future learning and employment;
- Enabling pupils to develop knowledge, understand concepts and acquire skills and be able to choose and apply these in relevant situations;
- Supporting pupils' **spiritual**, moral, social and cultural development
- Supporting pupils' physical development and responsibility for their own health and enabling them to be active;
- Promoting a positive attitude towards learning and delivering sequences of lessons which enable pupils to be **fascinated** and wanting to know more;
- Ensuring we hold high expectations for all pupils with all learners supported to achieve their very best;
- Enabling all learners to have **high aspirations** for themselves so they know what their best looks like;
- Equipping pupils with the knowledge and cultural capital they need to succeed in life;
- Giving pupils opportunities to be good citizens who are **eager to make a difference** to their local community and the wider world;
- Promoting the learning and development of our youngest children to ensure they are ready for Key Stage 1.

- Ensuring that we enable our pupils to be academically, socially and emotionally ready for transition from Year 6 to Year 7 for the next step on their learning journey

These curriculum aims are underpinned by our values of:

*Respect, Understanding, Peace, Honesty, Responsibility and Teamwork.*

- We value the importance of diversity and **respect** and our curriculum promotes cooperation and represents all voices.
- We value the importance of **understanding** each other's needs and our curriculum promotes our children to support each other to achieve their best.
- We value the necessity for **peace** and actively promote the need for all members of our school to show kindness and tolerance to all.
- We value **honesty** and our curriculum gives pupils the tools they need become truthful citizens.
- We value the need for all pupils to take **responsibility** for their own learning and our curriculum encourages them to make wise and responsible choices.
- We value effective **teamwork** and our curriculum provides plenty of opportunities for collaborative working.

## 2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## 3. Roles and responsibilities

### 3.1 The Governing Board

The governing board will monitor the effectiveness of this policy and hold the head teacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets;
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements;
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND);
- The school implements the relevant statutory assessment arrangements;
- It participates actively in decision-making about the breadth and balance of the curriculum;
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

## 3.2 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met;
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board;
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum;
- They manage requests to withdraw children from curriculum subjects, where appropriate;
- The school's procedures for assessment meet all legal requirements;
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- The governing board is advised on whole-school targets in order to make informed decisions;
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.

## 3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

# 4. Organisation and planning

Our curriculum is designed to create opportunities for our children to be Fascinated, Rounded, Eager to make a difference, Spiritual and to have High aspirations (FRESH). It gives our children the opportunity to learn, where possible, through nature. Our children come from a broad range of locations and backgrounds and we strive to give all learners the opportunity to enjoy and learn from our outstanding natural environment.

## 4.1 Curriculum Opportunities

Our curriculum offers opportunities for all pupils to be:

- Be fascinated by and develop a respect for God's world in all its forms, through a curriculum entwined with nature. The outdoor environment, natural objects, nature themed poetry, texts and other media are used as stimuli from which deep thinking and natural questioning emerge;
- Become rounded individuals. The Hawridge and Cholesbury family will guide them to build positive relationships, to have confidence and self-awareness in their own abilities and aspirations and to show respect and understanding of others. Our children will become skilled, capable and knowledgeable across a broad and balanced curriculum, through outdoor, extra-curricular and active experiences and from taking parts in daily acts of collective worship;
- Be eager to make a difference in the world with a strong sense of responsibility towards becoming proactive citizens. Through our focus on teamwork, close links with the church and community, and by supporting national and worldwide projects we empower our children to understand how they can make a positive contribution to society, including looking after the natural world;
- Think deeply about the world, taking time to recognise and appreciate the small and the large moments. Through planned and spontaneous spiritual experiences, children have a real sense of peace and awe and wonder in God's natural world, whether that is watching a spider spin its web or marvelling at 'fogbow' in the sky;
- Have high aspirations; to strive to achieve their best and to know what that best can be! All our children will have an equal opportunity to live honestly, learn and succeed. Our curriculum, along with

many other experiences and opportunities, will develop our children's cultural capital and empower them to be ambitious and adventurous about their future pathway.

## **4.2 Curriculum content:**

We deliver a broad and balanced curriculum made up of the following subjects:

### **English (Phonics, Reading and Writing)**

#### **Phonics**

- We use the *Read Write Inc.* (RWI) Phonics Programme to teach phonics in EYFS and KS1 and in KS2 as needed for SEND pupils or pupils with phonics gaps.
- Daily Phonics is taught in Reception and Year 1 for 30 mins throughout the year. Year 2 have daily Phonics sessions until they have learnt all speed sounds (Set 1, 2 & 3) and are ready to move onto whole class Guided Reading. Groups are regularly assessed to maximise progress and progression.
- Children who do not pass the Year 1 Phonics Screening will continue to have daily Phonics lessons or small group interventions.
- KS2 Phonics interventions are delivered as needed.

#### **Reading**

- Pupils move from *Read Write Inc* to book-banded books using the Bug Club colour bands. The colour bands in sequence are:
  - Orange, turquoise, purple, gold, white, lime, brown, grey, blue and red
- Once the children have completed these book band levels they move onto becoming a 'free reader' with access to a wide selection of reading material from classroom bookshelves and the school library.
- KS2 reading is taught through a mixture of whole class and carousel reading activities. Pupils participate in echo reading, partner reading and whole class reading tasks.
- Pupils focus on developing the key skills of decoding, information retrieval and inference to enable them to enjoy reading a wide range of fiction and non-fiction texts
- The development of verbal and written comprehension skills underpins all reading sessions.

#### **Writing**

- We use the Jane Considine's '*Write Stuff*' to support our teaching of writing from EYFS to Y6.
- In EYFS we focus on developing vocabulary, moving on to age-appropriate writing tasks when the pupils are ready. Pupils are encouraged to use their phonic knowledge from RWI sessions to help them record sounds, words, phrases and simple sentences by the end of EYFS.
- In KS1 and KS2 the *Write Stuff* scheme uses a range of high quality, stimulating texts, animations and images to engage the pupils in their writing. We want our pupils to develop a wide-ranging vocabulary to help them become confident speakers as well as writers and our daily writing lessons strive towards this aim. More information can be found by clicking here. [Writing](#)

#### **Spelling**

- Our Spelling curriculum has been personalised to meet the National Curriculum objectives. More information can be found by clicking here. [Spelling](#)

#### **Handwriting**

- We use the *Read Write Inc.* (RWI) scheme to help support our teaching of handwriting. More information can be found by clicking here. [Handwriting](#)

## **Maths**

- We use *White Rose Maths* to support our teaching of Maths from EYFS to Y6. *Target Your Maths* books, arithmetic resources and *Times Table Rock Stars*, (TTRS) are also used to supplement White Rose activities. More information can be found by clicking here. [Maths](#)

## **Science**

- Our Science curriculum has been developed to meet National Curriculum objectives. More information can be found by clicking here. [Science](#)

## **History**

- Our History curriculum has been developed to meet National Curriculum objectives. More information can be found by clicking here. More information can be found by clicking here. [History](#)

## **Geography**

- Our Geography curriculum has been developed to meet National Curriculum objectives. [Geography](#)

## **Art**

- Our Art curriculum has been developed to meet National Curriculum objectives. More information can be found by clicking here. [Art](#)

## **Design and Technology**

- Our Design and Technology curriculum has been developed to meet National Curriculum objectives. More information can be found by clicking here. [Design & Technology](#)

## **Music**

- We use the Charanga scheme to support our teaching of Music. More information can be found by clicking here. [Music](#)

## **Computing**

- Our Computing curriculum has been developed to meet National Curriculum objectives. More information can be found by clicking here. [Computing](#)

## **PE**

- We have personalised our own long-term plan following National Curriculum objectives. More information can be found by clicking here. [PE](#)

## **PSHE and RSE**

- We follow the Jigsaw scheme of work to support our teaching of PSHE. Each class follows the same unit each half term with each unit being launched by the PSHE subject lead through Collective Worship. More information can be found by clicking here. [PSHE information](#) [PSHE overview](#)

## **MFL**

- We use the *Language Angels* scheme of work to support our teaching of French in KS2 following National Curriculum Objectives. More information can be found by clicking here. [French](#)

## **RE**

- We have personalised a scheme of work supported by the ODBE, (Oxford Diocese Board of Education.) More information can be found by clicking here. [RE](#)
- **Forest School**
  - We use a qualified Forest School practitioner to deliver a half-term of Forest School lessons to each year group, each academic year. More information can be found by clicking here [Forest School](#)

## Curriculum experiences:

We want all our learners to understand the importance of their own spiritual, moral, social and cultural development and offer a range of experiences to help them to develop in these areas, for example:

- Daily Collective Worship
- A broad and balanced curriculum which plans for opportunities for awe and wonder and enables our children to be FRESH
- A broad range of trips and visitors, including residential trips for Year 5 and Year 6
- A broad range of extra-curricular clubs, e.g. Art Club, Gymnastics, Football, Archery and Fencing
- Regular child-led and school-led opportunities to raise money for local and international charities
- Termly Kith and Kith sessions where families are invited to work with their children with natural materials, connecting them with nature and the landscape
- Year 6 House Captains and Prefects
- Eco-School and School Council representatives
- Celebrations of culture and heritage in Collective Worship and PSHE lessons

## 4.4 Curriculum planning

Our curriculum for Key Stage 1 and 2 is planned in three phases:

- First is the Long-Term Plan which is agreed for each Key Stage. This plan indicates what topic is to be taught in each term. We review our long-term plan on an annual basis.
- Next our Medium-Term Plans break down each term into weekly overviews for all subjects. The school follows the National Curriculum in Mathematics and English and uses schemes to ensure total coverage (White Rose, Read Write Inc. Phonics and Handwriting and Jane Considine Write Stuff). The school also uses the National Curriculum to plan the foundation subjects but adapting and personalising them to create the Hawridge & Cholesbury Curriculum.
- Our Short-Term/Daily Plans are those that our teachers prepare on a weekly basis. We use these to set our learning objectives for each session and to identify the resources and activities we going to use to support the learning. Our short-term plans are effective working documents and usually consist of a working PowerPoint or Smart slide. Teachers adapt planning as necessary to respond to the needs of the class and to address misconceptions as they arise.

See our EYFS policy for information on how our EYFS curriculum is planned and delivered. [EYFS policy](#)

## 5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL).

Teachers will plan lessons so that pupils with SEND and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives and in our SEND policy and information report.

## 6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Governor visits with Subject leaders
- Pupil voice
- Reports and other documents.

Subject Leaders and SLT monitor the way their subject is taught and the impact on the children throughout the school by:

- Learning walks
- Lesson observations
- Book looks
- Pupil voice
- Collaborative governor visits
- Support from School Improvement Partners
- Support from Local Authority specialists

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 3 years by the Assistant Headteacher responsible for Curriculum. At every review, the policy will be shared with the full governing board.

## 7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy [EYFS policy](#)
- Assessment policy
- SEND policy and information report [SEND policy](#)
- Equality information and objectives [Equality](#)
- PSHE policy [PSHE policy](#)
- Maths Calculation Policy [Calculation Policy](#)
- Relationship and Education policy [Relationship and Education policy](#)
- Collective Worship policy